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ABSTRACT

Twenty-one high impact educational programs for disadvantaged minority children are reviewed. The projects involved were selected by the U.S. Office of Education for the 1972 Education Fair in Washington, D.C., or have been cited for excellence by the U.S. Office of Education, the National Education Association, or the Council for Basic Education. For each project the following information is included: School district involved, number of children affected, curriculum, and test score gains. (DP)

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EFFECTIVE SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

COMPILED BY

NATIONAL LEADERSHIP INSTITUTE / TEACHER EDUCATION
UNIVERSITY OF CONNECTICUT
STORRS, CONNECTICUT

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HIGH IMPACT PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

Name of Program	School District	Number of Children	Curriculum	IQ Points
Home Start	Waterloo, Iowa	175	Home study for 2 year-olds plus pre-K starting at 4 years of age	100.9 Progr 93.0 Non-P
Baltimore Model Early Childhood Program	Baltimore, Maryland	500	Piaget-type preschool. Heavy parent participation	16.06 pre- testing ga (Md IQ = 1
Las Vegas Follow Through	Las Vegas, New Mexico	395	Englemann Distar program Grades 1-3	—
Murfreesboro Pre-school Development Project	Murfreesboro, Tennessee	355	Mobile classroom for two hour preschool for 3-4 year-olds	19.5
Project Conquest	East St. Louis, Ill.	1,089	Remedial reading for grades 1-3	—
PS 243 Follow Through	New York City Schools	675	Bank Street College Curriculum. Grades K-3	—
Urban Education Reading Program	Kansas City, Missouri	7,498	Reading specialist in each school promoting individualized & corrective reading	—
Central Cities Development Center	Fort Worth, Texas	286	Perception training and language development for 2-5 year-olds	10 (Md IQ = 10
Diagnostic Reading Clinic	Cleveland, Ohio	532 N=11,505	Daily remedial reading for elementary children	—

*Projects selected by U.S. Office of Education for 1972 Education Fair, Washington Hilton, June 1 & 2,

H IMPACT PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

ict	Number of Children	Curriculum	Test Results IQ Points	Achievement
	175	Home study for 2 year-olds plus pre-K starting at 4 years of age	100.9 Program 93.0 Non-Program	—
Land	500	Piaget-type preschool. Heavy parent participation	16.06 pre-post testing gain (Md IQ = 100)	—
Mexico	395	Englemann Distar program Grades 1-3	—	Gr. 1 - 1.6 Gr. 2 - 3.1 Gr. 3 - 4.0
ennessee	355	Mobile classroom for two hour preschool for 3-4 year-olds	19.5	—
Ill.	1,089	Remedial reading for grades 1-3	—	yearly gain: 1.04 Program .75 Non-Program
chools	675	Bank Street College Curriculum. Grades K-3	—	All grades at national test norms
ssouri	7,498	Reading specialist in each school promoting individualized & corrective reading	—	Gr. 1 - 2.7 Gr. 2 - 2.9 Gr. 3 - 3.6
as	286	Perception training and language development for 2-5 year-olds	10 (Md IQ = 100)	—
	532 N=11,505	Daily remedial reading for elementary children	—	3.65 months gain for ea. mo. of instruction

Education for 1972 Education Fair, Washington Hilton, June 1 & 2, 1972

HIGH IMPACT PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

Name	Place	Number of Students	Curriculum
Banneker School	Gary, Indiana	1,500	Behavioral Research Laboratories Programmed Instruction
John H. Finley School	New York City, N.Y	1,000	British Open School program with good phonics teaching and high expectations
P.S. 146	New York City, N.Y.	1,200	British Open School program
Cradle Schools	Univ. of Wisconsin	40	Infant, preschool, & pre-K training in perception, language, & logic
Englemann DISTAR	Univ. of Oregon (Siegfried Englemann)	About 100 schools @ 750 children	Structured phonics, mathematics, & language arts experiences
Karnes Ameliorative Curriculum	Univ. of Illinois (Merle Karnes)	About 10 schools @ 750 children	Structured cognitive program stressing learning how to learn and information processing
P.S. 11	New York City, N.Y.	750	Strong emphasis on phonics, reading, & high expectations for children. Ratio of teachers & children 20:1
Woodland School	Kansas City, Missouri	650	Sullivan Programmed Learning for reading and mathematics. Reading specialist in each school. Heavy phonics emphasis
Ann Street School	Los Angeles, Calif.	450 N=88,090	Sullivan Programmed Reading. Phonics emphasized. Nongraded. Full-time reading specialist

*Cited by the U.S. Office of Education, National Education Association or Council for Basic

HIGH IMPACT PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

Place	Number of Students	Curriculum	Test Gains: IQ Points	Test Gains: Achievement Scores
, Indiana	1,500	Behavioral Research Laboratories Programmed Instruction	—	75 percent of children at or above norm
York City, N.Y.	1,000	British Open School program with good phonics teaching and high expectations	—	Gr. 1 - 2.4 Gr. 4 - 4.8 Gr. 5 - 5.9
York City, N.Y.	1,200	British Open School program	—	Gr. 4 - 5.0
. of Wisconsin	40	Infant, preschool, & pre-K training in perception, language, & logic	Average IQ = 120 Range - 105-135	---
. of Oregon gfried Englemann)	About 100 schools @ 750 children	Structured phonics, mathematics, & language arts experiences	Average 100+	Average above national level
. of Illinois le Karnes)	About 10 schools @ 750 children	Structured cognitive program stressing learning how to learn and information processing	105 - Program 93 - Non-Program	Gr. 1 - 2.0 Gr. 2 - 2.8 Gr. 3 - 3.9
York City, N.Y.	750	Strong emphasis on phonics, reading, & high expectations for children. Ratio of teachers & children 20:1	—	42-46 percent of third graders score 4th grade or higher
as City, Missouri	650	Sullivan Programmed Learning for reading and mathematics. Reading specialist in each school. Heavy phonics emphasis	—	42-46 percent of third graders score 4th grade or higher
Angeles, Calif.	450 N=88,090	Sullivan Programmed Reading. Phonics emphasized. Nongraded. Full-time reading specialist	—	42-46 percent of third graders score 4th grade or higher

Education, National Education Association or Council for Basic Education

EFFECTIVE SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	IQ Points
Institute for Developmental Studies New York University	New York City (Manhattan)	176	Individual instruction Emphasis on cognitive functioning Sequential presentation of stimuli Learning centers	——
Ypsilanti Perry Preschool Project	Ypsilanti, Michigan	168	Piagetian theory - cognitive objectives and teaching Home visits to involve parents in educative process	
Project Follow Through	Grand Rapids, Michigan	860	DISTAR	2nd grad 106 3rd grad 103

VE SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
	176	Individual instruction Emphasis on cognitive functioning Sequential presentation of stimuli Learning centers	——	Reading: 2nd grade 2.77
igan	168	Piagetian theory - cognitive objectives and teaching Home visits to involve parents in educative process		145 experimental 115 control 195 experimental 112 control Raw scores on 2nd and 3rd grade CAT
ichigan	860	DISTAR	2nd grade 106 3rd grade 103	Wide Range Achievement Tests 2nd grade 4.2 3rd grade 4.9

S U M M A R Y

Number of Programs	-	21
Number of School Systems	-	119 (plus two universities)
Number of Children	-	100,799 (Approximate)
Average IQ Produced	-	100+
Average Grade Level Produced	-	national test norms met or exceeded for each program